

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Christopher Coleman
What is the performance task for your unit?	The performance task is to create an E-Portfolio showing conic sections in our life. The goal is to be creative, have fun, and most importantly be able to recognize and differentiate the four different conic sections.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	The required technology will be iMovie to create the E-Portfolio, and they may use Garage Band to talk over their video or give it a soundtrack. Although Garage Band is not required.
Lesson # in which students will create the performance task	Lesson #2

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Be able to distinguish between a circle and an ellipse.	http://www.qrg.northwestern.edu/projects/vss/docs/space-environment/2-how-ellipse-is-different.html	Teach the lesson on the differences, possibly have them draw each of them on the board.
Recognize parabolas and hyperbolas in what we see.	http://mathforum.org/mathimages/index.php/Parabola	Have them each find an image of both conic equations.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Understanding copyright	http://www.smashingmagazine.com/2011/06/14/understanding-copyright-and-licenses/	Stress the importance of it in class multiple times, as well as showing them videos and links.
Good quality versus poor quality	http://ccideas.com/chatter/high-resolution-images-vs-low-resolution-images-a-short-primer-for-beginners/	Show them examples of each

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Polishing their presentation	https://www.apple.com/support/mac-apps/imovie/	Give a hands on lesson with iMovie in class immediately after assigning the

		project.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
How to put Garage Band music into the iMovie	https://discussions.apple.com/thread/3015371	Show them that it is necessary to save it as an iLife preview before hand for it to show up in iMovie under music.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Know how to upload to youtube	https://support.google.com/youtube/answer/57924?hl=en	I can show them through my computer on how to do it.